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MIGRANT NON-CURRICULAR SUPPORTIVE EDUCATION PROGRAM, PILOT PROJECT NUMBER CG 8561 A/1. EVALUATION REPORT.

BY- PITTMAN, KENNETH C. AND OTHERS
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.

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THE PURPOSE DESCRIBED WAS TO INITIATE COMPENSATORY LANGUAGE ARTS AND MATHEMATICS PROGRAMS FOR MIGRANT CHILDREN IN COLLIER COUNTY, FLORIDA. EACH SCHOOL PRINCIPAL WAS GIVEN AN ALLOCATION OF FUNDS AND THE RESPONSIBILITY FOR IMPLEMENTATION OF THE PROGRAM. ADDITIONAL TEACHERS AND ANCILLARY PERSONNEL WERE EMPLOYED. SELECTION OF STUDENTS WAS ACCOMPLISHED BY THE SUBJECTIVE OPINIONS OF THE REGULAR CLASSROOM TEACHERS. ONLY LIMITED OBJECTIVE DATA WERE OBTAINED DURING THE FOUR MONTHS OF PROGRAM OPERATION. THE RESULTS OF THE VARIOUS TEST ADMINISTRATIONS ARE EXHIBITED IN TABULAR FORM. (ES)

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EVALUATION REPORT
7/1/66

Migrant Non-Curricular Supportive Education Program

Pilot project #CG8561 A/1

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION REPORT

MIGRANT NON-CURRICULAR SUPPORTIVE EDUCATION PROGRAM
PILOT PROJECT #CG 8561 A/1

Collier County, Florida

Funded by:

OFFICE OF ECONOMIC OPPORTUNITY
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Collier County, Florida
Mr. W. D. Reynolds, Supt.

Submitted by:

Mr. Kenneth C. Pittman - Coordinator of Federal Programs

Mrs. Ora L. Wildermuth - Migrant Staff Director

Mr. Paul A Hartley - Teacher Consultant

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INTRODUCTION

The purpose of this program is to provide special instruction, in language arts and mathematics in order to compensate the migrant child for the limitations of environment both geographically and linguistically due to his being in the "migrant stream".

Our goal was to enrich the regular learning experiences of the migrant child in order to better equip him for the future and to help broaden his horizons for his own future plans.

These statements envisioned many facets of the program Needless to say that the first and basic one was the actual improvement of the education of the child. Most of these children not only have a very limited cultural background, but because of their mode of living, they are found to be below the normal grade level for their age. To assist in the general educational development, teachers were employed to take small groups of children and give intensified remedial work in various subjects, but basically in reading and arithmetic. Teacher aides were employed to assist teachers in certain duties so that the teachers would have more time to spend in actual instruction.

Not only were these children found to be below grade level in school attainment, but they were below normal in physical development in many instances. This was the result of poor or no medical care; lack of knowledge pertaining to diseases on the part of the parent; lack of proper food; lack of proper housing; etc. To assist in this phase of the program individuals were hired as social workers and health assistants. Many homes were visited and conditions were found to be most deplorable. Assistance was given wherever possible. If the child was improperly nourished and the parents could not afford the cost of the school lunches, free lunches were provided. Milk both in the morning and the afternoon was added as a dietary aid.

This program had to treat the "whole child" as an individual and to take him in his environmental situation and try to do the best possible for the child.

Since the program was scattered throughout the entire county and the needs varied greatly from one school district to another the Principal of each school involved was the key factor in the implementation of the program. The Principal knew the students in his school, and he also knew many of the idiosyncrasies of the parents and the community. Each Principal planned the implementation of the program in his school with the assistance and guidance of the supervisory staff of the Collier County School System.

There were differences between various schools throughout the county, but each school program did aim at the same ultimate objective; that of educating the "whole child".

The County School Elementary and Secondary Supervisors were used as resource personnel to assist in the planning and development of the program. These supervisors knew the entire county program and could suggest ideas to a school which had been found to be successful in some other school. This transfer of ideas gave more continuity and more cohesiveness to the entire program.

The regular classroom teacher was used to determine the needs of the child and to suggest the actual individuals to be given the remedial work. During the program the classroom teacher was kept informed of the progress of each child and in several instances children were brought to the achievement where it was felt that they could compete in the regular class work and so were returned to their regular class.

IMPLEMENTATION OF THE PROGRAM

At the outset of the program each school Principal who would be involved in the program was called to a conference. Here the program was outlined and the objectives set forth. Much of the actual implementation was left to the individual principal so that he could mold the program to fit with the individual situation in his particular school.

At this same meeting the supervisory staff of the Collier County School System was present to suggest to the principals ways in which their services might be used, and to suggest methods of implementation which could be considered. Again it was the individual principal who made the final decision.

Each Principal was given his allocation of funds for the financing of the program. He was given the guide lines for the expenditure of such funds. All monies spent for the program had to be cleared through the regular channels of the school system.

Soon after this initial meeting teachers and other personnel were being hired and assigned. The hiring was done either at the Office of the Federal Coordinator with the concurrence of the principal involved; or the interview was held by the principal and the application was reviewed by the coordinator and his staff. In each and every instance the applicant was accepted by the Coordinator, the Staff Director, and the Principal.

ADVISORY BOARD

The original Advisory Board of nine members, chosen by recommendation of School Principals in each area to be served by the program, consisted of three negroes, three caucasians, and three Spanish caucasians. They were all respected citizens of their community, and many had children in school. It was felt that these people would serve best as laison between the program and the community. All meetings were publicized and open to news media. Already samples of the agenda and minutes of such meetings have been included in reports already on file in Washington.

Five meetings were held in February, and periodic meetings have been held since. The counsel of these key community people has veen valuable. They were familiarized with the goals and objectives of the program. They suggested methods of implementation, personnel,and pointed out some of the problem areas for the migrant and seasonal worker.

These meetings were candid in nature, and many times situations were mentioned that touched on most sensitive areas in the community. This shows the rapport which was built up between the administration and the Advisory Board, it also shows the fine cooperation of the press since none of this confidential material found its way into a news story.

The group made suggestions concerning the items which should be included in the request for support of the program in the coming year.

Three additional members were added to the group on May 18, 1966.

COMMUNITY SERVICES

The County Health Clinic was perhaps the most useful of all the community resources, yet there were many problems left unresolved due to the fact that the migrant worker was in the fields and could not give parental consent for medical attention when it was most urgent. (Florida State Law, like that of many other states, is rigid in this requirement and at times it is most frustrating and seemingly works to the detriment of the migrant child.) The report of the social worker, assigned to Immokalee, in her report for the month of April shows the use made of this facility. Forty-two children were taken to the County Dental Clinic via the shuttle bus during this month. This is a distance of forty-two miles one way. Of course children were also taken to other clinics during this same period. The clinics were of great assistance since many of these children enroll in school after the regular medical examinations have been completed. It is difficult to get the parent to go with his child when the clinics are open, since both parents are working in the fields during normal clinic hours. Schedules are being considered by the Health Department to see if some schedule can be worked out to make services available at the time when the parent can bring his child to the clinic.

The Flamingos, a service club of negro men in Immokalee, offered their assistance in purchasing glasses for needy people. They also furnished overalls for some of the boys who were in need.

The Mennonite Church of Immokalee, under the leadership of its pastor, Rev. Harold Shearer, has been working in the area for many years; staffing the day care nursery; furnishing teachers for the non-English speaking children; and doing many other kinds of "missionary"work. The contribution of this church group has always been a challenge and set the pace for other community groups.

The Migrant Committee, formed about thirteen years ago by a group of interested citizens of the community, has been a source of assistance for the indigents who are migrants and cannot receive assistance from the regular

sources. This Committee furnished food, clothing, medical care, and in some cases actual cash in dire emergencies.

The United Church Women of Naples, Florida, have assisted in the Program of Day Care Center of Naples. This center takes care for the most part of the children of the working negro mother in the Naples area, who is a seasonal worker. This group of women also financed the building of an addition to the Day Care Center.

The Naples Junior Woman's Club is in the process of sewing and making clothing to be used for the migrant families during the next season.

Other civic groups were contacted for specific needs of the migrant families. In most cases the aid was available at once. This also gave members of the Migrant Program the opportunity to explain the Migrant Project of the Schools to the group. This gave a much better enlightened community in which to work. This person to person method is most effective.

COLLIER COUNTY FLORIDA

Collier County Florida is in the southwest part of the State. This area is one of the newest in so far as general settlement and land usage is concered in all the United States. Within the last ten years vast land areas have been changed from cutover forest and swamp to vegetable farms and cattle ranches.

Much of the county has the flavor of the "pioneer days of the old West". Much in the way of buildings has the look of the temporary, and in fact buildings are put up in great haste with poor construction that they are really temporary. Even today roads are being pushed into new areas which will open up more acreage to development. The bull-dozer and the dredge are commonplace pieces of machinery throughout the area.

Such an area as this, brings to it a hetrogenous group of people. Of course this is the country of the Seminole Indian, and early in the settlement of the area came the adventurous white settler. Usually this man brought his family and started in anew either in cattle raising or some type of vegetable or fruit farming. Since the settler literally had to make his farm from the forest he brought with him ideas of independence, rugged individualism, and plenty of self reliance. These are the qualities that make for the eventual achievement, but they are also the qualities that make cooperation difficult.

With the coming of the large scale vegetable farm, we also had the migrant worker and his family move into the area. This brought a new element into the community. It was very different from the gradual influx of the negro field hand or the "white" farm worker. These latter groups spoke the English language - their customs and mores were understood by the grower, even though they might be different in some respects. The Spanish speaking migrant presented a very different problem. He spoke a foreign language; his dress was distinctive; his religion was different from the majority of the local group. He was not accepted, nor did he try to become accepted. He wanted mobility and he also knew that he would be moving on

soon -- so why change. The community knew that he would be moving on, so why try to adjust to him. The migrant worker was a necessary evil.

The Spanish speaking worker did not try to put down any roots in the community, nor did he want to put down any roots. He wanted to be free to come and go as he pleases. He thought nothing of changing location of employment, which meant a change in his place of living. He could, if he became angry or disgruntled pick up and move on a moments notice.

With the complete rejection of the Spanish speaking migrant worker by the community and the complete rejection of the community by the migrant, the problem of the migrant worker became a very real one in every facet of the community living. The school child is only one part of the problem, but he is the victim of a situation, and this program tries in a small measure to help. It is also true that more can be done with the child than the adult.

RECRUITMENT OF PERSONNEL

Teachers. All persons employed as teachers first had to be licensed as a teacher in the State of Florida by the Board of Certification in the State of Florida. This presented some problems. In many cases individuals were licensed in states other than Florida and were a little surprised to find that Florida certification was required. This certification requirement hampers the hiring of some individuals since Florida standards are high. While the Office of Certification was very cooperative, they did have to maintain and comply with the legal requirements of certification. A few applicants would not go to the trouble to be certified, so they could not be accepted for employment as teachers.

A total of thirteen (13) qualified teachers were hired. These people taught various lengths of time. Some because of other commitments had to leave prior to the closing of school, and some were not hired at the beginning of the program but were hired as they became available. While most of the individuals hired as teachers were experienced some were inexperienced. The experienced teacher had to be oriented to the program, and the beginning teacher had to be assured and assisted in adjusting to the program.

It is difficult to find trained social workers, but we were happy to find two women who could qualify. These women served in many capacities, in fact they were the "man-Fridays" of the program.

The teacher-aids were the easiest to recruit, since these people were hired from the minority group itself. It was difficult to find persons willing to work in the program at this level. It was difficult to find the right kind of person who could understand the program and could make a contribution to it. For-the-most part the appeal of steady income appealed to many of these people. A total of forty (40) individuals were hired. Since these people were from the minority groups they could and did understand the mores of the people, they spoke the language of the people, they knew the individuals. Their services were of great value and they soon built up rapport with the children.

The office clerks, two (2) in number were employed to assist in the offices. It was unfortunate that these employees were not the people of the highest skills, but they made up for this lack in the dedication to their work. They were most valuable in the working out of the various phases of the program.

Student assistants were employed on a part time basis. Forty-one (41) individuals were used. They did various kinds of work around the school. The most important thing about this phase of the program was not only did they do essential work, but the work made it possible for many of them to remain in school. Without this financial assistance some of these students would have become "dropouts".

ORIENTATION OF PERSONNEL

It is now felt that there was an error in this phase of the program. The Principals for the most part were against any formal orientation program. Each felt that he had teachers who had worked with the migrant child, and such a teacher was the logical person to do the individual orientation of the migrant teacher. For some reason there seems to be a basic fear of the "out-sider", hence the wish to keep the entire program within the "family". The success of this type of orientation varied with the individual teacher. The migrant teacher was assigned to observe in a regular classroom for several days. Many of the migrant teachers expressed a feeling that this observation period was a waste of time. While this is probably not entirely true a more formalized program might have been more effective. Such a formal program is now planned to the beginning of school this year, with additional meetings during the school year.

One of the real problems was that of getting the regular staff of the school to understand the program. Since the program started during the school year, the migrant teacher was not entirely accepted by the regular teacher. The migrant teacher was not assigned many of the extra duties at first, but as time went on these migrant teachers did assume more the role of the regular teacher. The regular teacher for some reason had felt that the federal monies would procure for them many of the frill items for instruction, and were a little.disappointed to find out that this was not the case.

These attitudes could have been changed with a better orientation program for both the migrant teacher and the regular classroom teacher. The migrant teacher was a professional teacher and wanted to do a professional job.

SELECTION OF STUDENTS

Since many of the students who were to be involved in the program were new to the school system, school records were sketchy at best, and for many non existant. Many of the students not only enrolled late in the year, but some had never been to school before. When the child came to school they brought no records of attendance from another school, so class and grade

assignment had to be made upon the verbal statement of the child. Some had been enrolled in this school system in former years which did prove of some assistance in grade assignment. In many cases it was soon evident that an incorrect assignment had been made. Since these children were not in school at the beginning of the term they had not had the usual standardized tests given to all children. Neither had they had the health examinations. Therefore, the selection of the student for the remedial program was made on a subjective basis - namely, the recommendation of the classroom teacher.

The classroom teacher also suggested areas for remedial work. These areas proved to be in reading, language arts, arithmetic, and spelling. In so far as possible the child was sent to the remedial class at the time that he would have normally been studying the subject. In this way the child was not taken from other subjects of an enrichment nature. Never was the child deprived of his physical education class for remedial work. It was felt that the physical development of the child was most essential, and play activities in groups was of the utmost importance. It was found that the children had little opportunity to play in groups or participate in group activity. They only knew how to run and scuffle. They did not have the equipment to play group games, nor did they know how. These children have no toys, other than a few of the girls who did have jumping ropes.

TEACHING SITUATIONS

This was one of the most disheartening things about the program for the migrant teacher. The schools were already over crowded. Some of the regular classes had more than fifty children, and the teacher was happy when there were absences so that those present could have a place to sit. The migrant teacher had to teach wherever he could find a niche. Some had to meet classes on outdoor patios; others worked in the rear of regular classrooms; a few had small rooms outfitted to use, but at best it was makeshift. Some teachers had no artificial light or heat in their rooms, and some did not have a blackboard.

Books were difficult to come by. Many of the ones available were so few in copies that they did not meet the needs of the class. Even those that were available were not geared to the needs and the experiences of the Spanish speaking migrant child. They were written about the experiences that the city child would have had, and not the migrant child.

During the course of the program, materials were procured which were of great assistance to the migrant teacher. It does take time for material to be ordered, delivered, inventoried, and distributed to the teacher. It also takes time for the teacher to determine the needs of the children and to know what they need. Since this was a "crash" program it is wonderful that so much was accomplished.

One of the greatest drawbacks to the entire program was the varying degrees of interest expressed by the Principals. Since they were the key factors in the implementation of the program; some, it seemed, tried to find ways to keep the program from working. As the program developed these "doubting Thomas's" were converted and by the end of the school year most of

the Principals were anxious to have the program continue.

The greatest defect was the lack of centralized planning. This came about because of the lack of time and the lack of experience in such undertakings. At the outset neither space, material, personnel, nor understanding existed for the program. These errors have been recognized and corrected for the next year in the planning of the continuation of the program.

REVIEW OF THE WORK OF PERSONNEL

The work of the teachers was the very basic work of this program. Needless to say that techniques of the teachers varied from person to person, and from group to group. The goal of all the teachers was the same. They wanted to give the child the skills and knowledges so that he could compete with his age group on a par. There were no new innovations, but rather the teachers used the methods that had proved to be effective. Procedures were introduced and if found to be ineffective they were changed or abandoned.

In reading the following basic techniques were used. Individual differences have long been recognized as a criteria in the selection of techniques, and the teachers on this program did vary their methods to meet the need of the children. The basic techniques were:

a. Daily drill with flash cards of various kinds. (Dolch materials and teacher constructed materials were used.)
b. Phon-visual charts and materials were used. (In the case of one teacher personal materials were used since this teacher had had special training in a particular method.)
c. Experience charts were made to develop the child's ability to express himself.
d. Oral expression was emphasized.
e. Oral reading.
f. Incentive techniques, such as "honor rolls" were used.
g. Materials were adapted to the experiences of the children in so far as possible. Material with a truer background was used whenever possible.
h. Audio-visual material was used effectively.
i. Various games were used. (Dolch games in particular.)
j. Tape recorders were used to help in the oral expression work.
k. Techniques in "word attack", syllabification, "singing alphabet", and other remedial techniques were a part of the daily program.
l. S.R.A. Reading Kits were used to individualize instruction.

Dr. Nancy Young, Reading Consultant, worked with the teachers in conferences and individually throughout the program. Experimentation was a key note trying to find the best method of presenting the material. Many

ideas were tried; some adopted, others abandoned. As a result of the work of Dr. Young, the following statement, which was worked out, sees to the goal of the program:

> "The teachers are assisted in building up their program in which the instructional needs of pupils were analyzed and served.
> The program provided a flexible grouping that takes care of the slow as well as the better learners; that gives specific instruction for special weaknesses in such areas as: word analysis; recall; vocabulary development; and study skills.
> A program in which oral and silent reading have meaning and purpose for the migrant child.
> A program in which a variety of reading resources are made available to pupils such as audio-visual aids, library facilities, field trips, etc.
> A program teaching initiative in the many ways reading is used during the day - imaginative reading, history and travel, reading, factual reading, informative reading, and the use of reading embracing the interest of these children and the activities of these children; seeing and recognizing difference in people and customs; contour of the states; types of produce raised; industrial locations; industrial products; farming methods; transportation facilities; climate; rainfall; cultural backgrounds (Spanish, French, German, Scandinavian, etc.)
> A program that safeguards children's development of personal and social values; that builds standards of workmanship, of social responsibility and of individual initiative in the uses of reading".

In the area of the remedial arithmetic the teachers tried to develop the normal skills through drills and problem solving. Depending on the achievement level of the child proper material was used to improve the achievement level. In some instances this was so elemental as to teach the child to count. In others it was the emphasis on some arithmetic procedure as addition or subtraction. Much time had to be spent on the multiplication tables. These children knew monetary values, but little else in the general field of arithmetic.

In the art of spelling and language arts the emphasis was entirely on the drill of the subject matter. For the most part this was a correlated area to the other subject matter areas, such as reading.

TEACHING RESULTS

It is most difficult to show objectively the actual achievement of the students in the program. The handicaps under which everyone was working; the lack of space (One teacher taught out-of-doors all the time, since there was no classroom for her.); lack of adequate materials, etc. In one teaching situation most of the migrant teachers were located in a school building about one-half mile distance from the Office of the Principal

and the library which served the school. The Migrant Teachers were new to the system and were unfamiliar with the school rules and regulations.

A very grave problem was one of attitudes on the part of the parent, the child, the teacher, and the community toward the migrant problem. This was well expressed by one Principal who said, "We have had the migrant child, but we have not educated him." The parent did not care whether or not his child went to school; the child of course took the easier path of not coming to school; the school already overcrowded was not too concerned about the migrant child; and the community took no responsibility toward the education of the migrant child.

As already mentioned these migrant children did not enroll in time to participate in the regular testing program of the school, hence no scores were available for comparison to the county norms; the migrant child left school without notice which gave little opportunity for the teacher to make objective evaluation. All of these factors contributed to the lack of objective data.

One consultant, Dr. Nancy Young, worked last year with the Principal and teachers in building a battery of tests to be used this coming year. Dr. Young did do some testing, the results of which are reported in the Appendix of this report. (See Appendix; Exhibits A and B.) The results of these tests were used by the teachers in better understanding the child and in adapting material for his use.

One teacher made a study of word recognition growth. This group of pupils for the most part increased their word recognition as much as 25%. (See Appendix, Exhibit C.)

Another teacher upon leaving the work and turning the students over to another teacher prepared a statement for the new teacher which does give some subjective evaluation of her work. (See Appendix, Exhibit D.)

Several times throughout this report reference has been made to the very poor attendance of the migrant child. One teacher found this problem to be very acute and made a study of the attendance of the children in his group. (See Appendix, Exhibit E.) From observation and these facts most children were absent on the average of 20% of the time. This of course does not mean that every child was absent one day every week, but it does mean that the attendance problem did affect learning process of every child. Some children were absent much more than the one day per week. This is a very real problem and has been given considerable attention in the daily press. On July 3, 1966 the Miami News published an article concerning this problem. (See Appendix, Exhibit F.)

While the attendance problem was an acute one, steps were taken to find the cause and to give assistance wherever possible. Much of this investigation fell on the shoulders of the social workers. On April 12, 1966 the Miami Herald published two articles concerning the work of the social workers. (See Appendix, Exhibit G.)

From all the studies that have been made on attendance, the conclusion has been reached that the approach must be that of making school such an interesting place that the children will want to come, rather than the emphasis on the compulsory attendance. The monetary assistance available to certain of the older migrant children is an incentive for school attendance, and a very effective one.

Personality growth and attitude growth are very elusive things to evaluate, even with the techniques now available to the trained psychologist. To the teacher, while he knows that growth has taken place because he can see the change, he is not able to evaluate it; nor is he able to pin point the causative factors which influenced this growth. One teacher reported on a problem child, who used the "show-off" tactics to gain attention. This child disrupted every class he was in. The teacher in this situation started to create an area of understanding on the part of the other children. By the end of the term the "show-off" had lost status; no longer could he gain attention by his tactics; the children ignored him even expressed disgust. This child became acceptable to the group by this method of "peer group reaction."

While objective data is limited at this time, the four months that the program was in operation did give the entire staff insight into the problems. It was a period of trial and error, but out of it has come a body of understanding for the future. During the next school year on the firm foundation of this year much growth, development, understanding, and objective results will be available.

SUMMATION

During the four month that the program has been in operation the initial goal was met. This was "to try to bring the child up to his grade level in achievement". We do not say that the children were brought up to grade level: we do say that we met the goal by trying, and the evidence points to the fact that there was improvement.

a. Children were found to be below grade level and in age above grade level.
b. Children were taken in small groups, usually less than 15 in number, and given remedial instruction.
c. Children did improve, some to the extent that they returned to regular class work prior to the close of school.
d. Marked improvement was observed in pupils reading ability and arithmetic skills.
e. Social and health problems were found and in so far as it was possible corrections were made.
f. Better rapport was built between the parents and the school.
g. Children who would have been drop-outs were kept in school.
h. Better understanding was to be had concerning the program by all parents, regular classroom teachers,

school administrators, the pupils themselves, and the general public.

Even more important, perhaps, is the look to the future. On the foundation of this past experience we believe that greater progress will be made next year, because:

a. Suitable classrooms are now available for teaching. These are the portable ones, which can be moved to meet any change in population.
b. Teachers are employed for the beginning of the school year. They will be part and parcel of the school system from the first day. They will attend all the orientation sessions.
c. An institute is planned and will be attended prior to the start of school by teachers. This will be a continuing program throughout the year. This institute concerns itself with the problem of group relations.
d. Better selection methods will be had for the selection of students for special instruction.
e. Social workers will be on hand at the beginning of school and will be able to work with the migrant family as they appear in the community during the year. The program of the social worker will be known and assistance will be sought.
f. Materials will be on hand at the beginning of the term. Teachers and pupils alike can start the first day of school with a definite program of instruction already planned. Many materials are being constructed this summer to meet the need of the Spanish speaking child.
g. Principals and supervisors of the Collier County Schools have had experience with the program and will be in a better position to guide the program.
h. While some of the migrant teachers of this past year will not be back this coming year, still there is a nucleus of teachers who will be back and can be a core group for the project.
i. The community is better able to accept the program. They have lost some of their fears.
j. Cooperation has been established between the Migrant Programs of Dade and Broward Counties with the Collier County Program. This will give an opportunity for the exchange of ideas.
k. The parents of Migrant children now are beginning to participate in school programs. (See Appendix, Exhibit H.)
l. Better research is to be had next year. One member of the administrative staff is studying computer programing this summer at the University of Florida.
m. As the result of the very deplorable living conditions of the migrant family, as shown by the visits of the social workers of this project, plans are now underway for a Housing Authority to be formed so that low cost housing can be procured.

n. Plans are now under way for a special class to be offered by extension from Atlantic University. This class will concern itself with remedial reading methods and will be open to all teachers of Collier County. It will give college credit.

STATISTICAL DATA

Certain facts stated below may assist the reader in understanding this progress evaluation report.

a. Collier County has had a 59.9% increase in population in the past five years.
b. Collier County school population has increased 152% in the past seven years.
c. Collier County has approximately 2,000,00 acres of area with a population of 25,200. The area is about the same as the State of Rhode Island. The greatest population growth has come in 19-45 age bracket.
d. It is estimated that 8,000 migrant workers live in the migrant camps of the county each winter season.
e. It is estimated that 2,500 - 3,200 migrant children and seasonal agricultural worker's children benefited to some degree by the program this year.
f. The agricultural crop was valued at an estimate of 30 millions of dollars during the year 1965-66.
g. The largest concentration of migrant workers is found around the town of Immokalee. This town is located in the northeast section of the county about 42 miles distant from the County Seat of Naples, Florida.
h. It is estimated that about 12.8% of the school population is negro.
i. While the negro population seems to be declining percentage wise, these families remain here the year around, but working only during the harvest season. The living conditions of these negro field hands is just as bad as those of the migrant worker.
j. The Immokalee Elementary School has the greatest number of migrant children, and it was here that the greatest part of the program took place.
k. Tests indicate that the migrant child is about 3.6 grades below class level, while he is about 4.5 years above class in chronological age.

COMMENTS OF PERSONNEL

a. Frank Warriner, Principal of Immokalee High School said:

"Let's face it! We have had the migrant child in past years, but we have not taught the migrant child."
"This project has been in effect too short a time for a complete evaluation."
"If the migrant program does not last at least five years, we cannot upgrade the educational level of the migrant child."
"We have our foot in the door now, next year we must open it wide and get at this problem of the migrant in our community."

b. Eugene Williams, Principal of Bethune School in Immokalee said:

"In four months, you can do very little about anything."
"This program primarily has pointed out our needs, now we must work on methods and procedures."
"Do not forget our 'permanent migrant group', the seasonal agricultural worker who remains in Immokalee all year round, trying to subsist on his seasonal income, which is usually dissipated as it rolls in. He is a pathetic residue of the migrant stream."
"Some migrants are 'Home Based Migrants', they simply move from one part of Florida to another during the agricultural season. We have our own Florida Migrant Stream."

c. William Newsome, Principal of Immokalee Elementary School, said:

"If it had not been for the Migrant Program we could not possibly have begun to establish the library in this new school building which we moved into just one week before school started in September. We could not have uncrated much less begun the utilization of supplies ordered under Title I, had we not had the aides, the librarian, and the clerical help we were able to get under the migrant program."
"Acquisition of the shuttle bus under Title I made possible getting the migrant child to the library here at school, and getting him to the Medical facilities in Naples. How these two projects, Title I and Title IIIB fit like a hand into a glove is a miracle."
"The services of the psychologist and the consultant from Title I made available expert advice on types of tests to use actual administration and reading experimentation, and general professional advice was so valuable in coping with our migrant problem and will show benefits in the next year."

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EXHIBIT A

REPORT ON THE ACHIEVEMENT TESTS

IMMOKALEE ELEMENTARY SCHOOL

March 3, 1966

REPORT ON CALIFORNIA ACHIEVEMENT TEST - UPPER PRIMARY - W

IMMOKALEE ELEMENTARY SCHOOL

On March 3, 1966 the late entrants at the Immokalee School were given the California Achievement Tests - Upper Primary - Form W.

The children were from the following classes:

Class		
Mr. Mielke	Gr. 4	19
Mrs. Newsome	" 4	7
Mrs. Harrell	" 4	3
Mrs. Pelham	" 4	3
Mrs. Porter	" 4	1
		33
Mrs. Oakes	" 5	10
Miss Newsome	" 5	8
Mr. Weed	" 5	4
		22
	Total	55

The California Achievement Reading section measures two aspects of silent reading ability: comprehension of paragraphs and the knowledge of vocabulary. It also measures the mechanics of language and spelling. In the arithmetic section, reasoning and fundamentals are measured.

On the accompanying sheet of results, scores are given for each test, and the totals for each section - Reading, Language, and Arithmetic are indicated in red also the final score for the complete battery. The grade level for each child was determined by comparing the pupil's score with the standardized norm set up for the country at large.

The chronological age range for the grades was as follows:

	Lowest	Highest
4th grade	10 yrs.	13 yrs. 7 mos.
5th grade	10 yrs. 3 mos.	13 yrs. 4 mos.

The achievement range was as follows:

4th grade	1.7	4.5
5th grade	2.5	4.9

Analysis of the Test Results

Let us first look at the chronological ages of the children who were late entrants at the Immokalee Elementary School. In grade 4, the range was from age 10 to age 13 years 7 months. Presuming that our children enter school at age 6 for first grade then age 9 would be normal for grade 4. On that basis, we find the entire group of 33 children overage for their grade.

10 years	10.3--10.5	10.6--10.11	Total
1	5	6	12
11.1--11.5	11.6--11.8		
8	1		9
12.2--12.5	12.6--12.9		
4	1		5
13.2--13.5	13.6--13.7		
3	4		7
			33

This condition of overageness is characteristic of classes containing migrant children who move about without finishing a full semester in any one school. This factor has to be taken into account when we consider the scores in the test results.

In the 4th grade

	grade score
the reading range was	1.3 - 4.0
the language (mechanics of Eng. and Spell.)	2.3 - 4.5
the arithmetic	1.6 - 4.7

The reading range was the lowest which could be attributed to the content of the paragraphs, the unfamiliarity of the vocabulary and the lack of knowledge of English words (used in directions, etc.) Six childrenscored 4th grade on the reading section. In the language section, the mechanics of English proved difficult; included were questions on punctuation, capitalization, etc.; in the spelling test, 8 children out of the 33 reached 4th grade. No directions had to be followed; some words were familiar from their grade work but for the most part their papers showed a lack of knowledge of the English sounds and poor auditory discrimination.

Best results were obtained in the arithmetic test on fundamentals,

in which 21 children reached 4th grade. In this test, the language factor was not present at all and the children showed power in the skills they had acquired in their class work. In the arithmetic reasoning, 13 reached 4th grade and although the language barrier was present, the terms used in the problems were more familiar to them.

In grade 5, there was similarly a three year range in chronological age from 10.3 to 13.4 and the ability range extended from 2.5 to 4.9 for the total battery of tests.

	grade score
the reading range	2.1 - 4.8
the language (mechanics of Eng. and Spell.)	2.2 - 4.9
the arithmetic	2.5 - 4.8

As in the 4th year, we find these children giving their best performance in arithmetic fundamentals where the language barrier is no handicap. Six children made 5th grade scores and 17 made 4th grade scores above 4.5. In the section on problems, no one reached 5th grade - so we can readily see that reading enters the picture. The ability to do the arithmetic is present so the task of the schools is to continue giving these children the language background that is necessary for them to handle the books and tests given to them.

These test results should not be treated mechanically - but interpreted in the light of the nature and content of the tests, the ability of these over-age pupils and a complete picture of their background. The majority of the pupils who make up the population of the Immokalee School are of Spanish descent and speak a limited amount of English. They often come from homes where no facilities are available to stimulate interest in learning or to provide a background for school work.

It should be recognized that a norm is not an ideal of achievement. It is only the average score obtained by groups of pupils scattered throughout the country. The low scores made by some pupils in the 4th and 5th grades indicate that they are well below the general average. They may, however, be good scores for these pupils. After further individual diagnostic testing, interclass transfers will take care of isolated cases. Perhaps placement in a special class will be the answer for providing individual work geared to the pupil's capacity.

Implications for teachers of 4th and 5th grade classes

The wide range of ability in reading, the language arts, and in arithmetic which characterizes these groups of over-age pupils, challenges the best efforts of teachers in providing instruction to meet the varying needs and abilities. In order to carry out a successful program, teachers

need to know: (1) the levels of reading ability in their classes; (2) how to group pupils for effective learning; (3) how to use varied materials and techniques to fit the needs; (4) how to plan their work so as to prevent future retardation.

Charts Omitted in this copy.

See Original Copy

Office of the Supt. of Schools
Collier County

MORRISON-McCALL SPELLING SCALE

IMMOKALEE ELEMENTARY SCHOOL

MAR. 3, MAR. 14, MAR. 24, APRIL 11

MORRISON-McCALL SPELLING SCALE

IMMOKALEE ELEMENTARY SCHOOLS

GRADES 4, 5, 6

Analysis of Test Results

Since all of the classes could not be tested on the same day, a different form of the test was used in different classes. There are 8 lists (or forms) of the Morrison-McCall Spelling Scale, all of which are of equal difficulty.

After spelling papers are scored, the classroom teacher is anxious to know answers to the following questions:

(1) How does the class or individual pupil compare in spelling achievement with the norms obtained from testing thousands of pupils of the same grade?

(2) What is the grade status of the individual pupil or of the class normal?

A simple method of answering the first question is to compare the score of the pupil with the grade norms given in Table I below.

TABLE I Grade Norms in Terms of Average Number of Words Spelled Correctly

Grade	2	3	4	5	6	7	8
Average number of words spelled correctly	11	18	24	30	35	39	42

(These norms represent average achievement for 57,337 pupils in city and village schools. There were approximately 8000 pupils tested in each grade.)

Selecting at random some scores of sixth grade pupils we find:

TABLE II	Name	Words Correct	Grade Score
Pupil	R. A.	43	8.8
"	L. L.	31	5.8
"	S. C.	28	5.2
"	S. F.	18	3.5

Pupil R. A.'s score was 43 words spelled correctly out of 50 on the test. Comparing this score with the grade norms in Table I we see that it is better than the standard for sixth grade pupils of mid-year. Pupil L. L.

in the same Table spelled 31 words correctly. Comparing this score with grade norms in Table I we see that it is less than the mid-year average for fifth-grade pupils. The next score of 28 also falls into this category. The last score that of S.F. which was 18 words correct, is at the norm for third-grade pupils.

The number of words any pupil spells correctly may be expressed in terms of Grade Status in Spelling (G.S.). The entire table from 0 words correct to 50 words correct can not be reprinted here but samples are given below in the way of explanation.

TABLE III

Words Correct	G.S.
3	1.7
9	2.3
15	3.1
21	4.1
26	4.9
30	5.6
36	6.8
42	8.4
50	13.0

In Table III the G. S. corresponding to a score of 21 is normal for the fourth grade at the end of the first month of instruction. To take another example, 36 words correct - the G.S. is 6.8 which indicates spelling ability normal for the sixth grade after eight months of instruction.

On the accompanying sheets for grades 4, 5, and 6 are listed the pupil's names in each class, the number of words correct out of 50 words dictated in the test, and the (.G.S.) grade status or grade score for each pupil.

The first red line drawn on the class sheets shows the number of pupils scoring above the class norm for the exact month when the test was given. The second red line indicates if pupils at least reached grade level.

Nancy S. Young
Consultant

The method of this study was as follows:

1. The Dolch Word List was presented to each student. The student was asked to pronounce each word which he knew. If he did not know the word he was to go on to the next word. No prompting nor assistance was given a student. He was given credit for those words which he pronounced correctly. If he corrected an incorrect pronunciation on his own initiative he was given credit for the word.

2. The list was put aside and no further reference was made to the list of words. The usual class work in reading continued with all the emphasis on phonics, spelling, and the usual techniques which are used by all teachers.

3. Near the end of the term, but prior to the egress of many of the migrant children the List was again presented to the child. Again he was asked to pronounce the words that he knew. The results of growth are listed on the attached table.

Conclusions:

1. Growth in word recognition was made by all students except two.

2. Whatever growth was made is the result of the entire school program and not just the remedial reading program - although a very good indication is made that the smaller class of the remedial program was helpful.

3. A better organized program with better teaching facilities would have resulted in greater growth.

Paul A Hartley
Migrant Teacher

NAME	INITIAL DATE	WORDS PRONOUNCED	% OF LIST	FINAL DATE	WORDS PRONOUNCED	% OF LIST	KNOWLEDGE CHANGE OF LIST
HALEY HICKS	3/24	25	11%	5/15	23	10%	-1%
RACHAEL GONZALES	3/24	187	85%	5/16	217	98%	+13%
RICARDO BARNHART	3/24	113	51%	5/16	162	73%	+22%
MARIO CANALES	4/11	85	38%	5/16	136	61%	+23%
ERNEST SILVA	3/24	72	32%	5/15	103	46%	+14%
EDDIE KUNS	3/24	117	53%	5/15	172	78%	+25%
CHRIS GUERRERO	3/25	182	82%	5'14	206	93%	+11%
JOHNNIE MAZANO	3/28	62	28%	5/16	96	43%	+15%
HOWARD BOLDEN	3/24	151	68%	5/16	175	79%	+11%
BETTE MILLER	3/24	201	91%	4/29	210	95%	+4%
MARIO ANZUALDO	3/24	158	71%	5/15	180	81%	+10%
ELOIA AFANADOR	3/24	175	79%	5/15	210	95%	+16%
ELVIRO SOTO	3/24	150	68%	5/16	200	90%	+22%
ROY HOLDER	3/24	196	89%	5/16	209	95%	+6%
RONALD DUPREE	3/29	177	80%	5/5	171	77%	-3%
DANNY KENNEDY	3/24	166	75%	5/17	193	87%	+12%
PATRICIA AGNEW	3/24	182	82%	5/17	199	90%	+8%

Jessie Partain)
Yolanda Garcia)
Robert Rivera)
Brenda Riden)

WITHDRAWN PRIOR TO RECHECKING THE LIST

EXHIBIT D

Progress Report February 14 - March 25

Glenice Bickmore

Groups of pupils from 3 First Grade Classes

Week of February 14-18 - Observing and assisting in Miss Longacre's First Grade Class

Group Work commenced February 21.

Reading---Miss Longacre's Pupils

Completed first Pre-Primer "Skip Along" — Read through page 45 in 2nd "Under the Sky"

Mrs. Singletary's Pupils

Completed first Pre-Primer "Skip Along" — Read through page 33 in 2nd "Under the Sky"

Mrs. Coleman's Pupils

Group I — Read through page 38 in 2nd "Under the Sky"

Completed first Pre-Primer "Skip Along"

Group II

This is a slow group. They do not understand English very well.

Still reading the first Pre-Primer "Skip Along" page 33

English-Speaking and Comprehension. Miss Longacre's Pupils

This half-hour period was spent with a small group of children (9) who were picked by Miss Longacre because of their immaturity and scant understanding of English. Through the use of pictures we tried to encourage the children to tell about personal experiences in English, to learn new words. Simple poems were introduced, motion songs and games. They learned the days of the week, months, seasons, colors and color words. A read aloud story was presented each day. During the last week special emphasis was placed on manuscript printing.

In each of the reading classes there were daily drills with flash cards and sentence strips, chart stories and phonics instruction using

pictures. In order to have some variety and increase the interest of the children, some special activity, as a coloring paper or a special story was included each day. We tried to give the children an opportunity for oral expression whenever possible.

Arithmetic:

In this area it is difficult to define actual progress, but I feel that many of the pupils did develop a better understanding of the subject. We worked to learn the meaning of the numbers 1-10 in quantity, to recognize the individual numbers in sequence and out, to write the numbers, to count and to simple combinations - both plus and minus from 1-5 including zero.

Number color wheel, picture charts for counting and flash cards were used.

In the reading groups, four pupils progressed quite rapidly, and were put back into the regular classroom reading groups and were able to continue satisfactorily.

DAILY SCHEDULE

8:30-9:00 A.M.	English-Speaking Comprehension	Miss Longacre's Class
	9 pupils	
9:00-9:30 A.M.	Reading and Arithmetic	
	6 pupils	
9:30-9:50 A.M.	Arithmetic	
	7 pupils	
10:10-10:50 A.M.	Reading	Miss Singletary's Class
	12 pupils	
11:30-12:15	Reading and Arithmetic	Miss Coleman's Class
	7 pupils	
12:15-1 P.M.	Reading and Arithmetic	
	7 pupils	
1:30-2:25 P.M.	Arithmetic (slow group)	
	10 pupils	

Purpose of Study:

To determine the frequency of absences of migrant children under my supervision. School attendance is so closely related to school progress and achievement and the writer feels a study of this type would bring an awareness to those concerned of the large number of absentees.

Procedure for the Study:

A daily record of absentees from each class was recorded each day.

Clarification:

1. The study includes only the days pupils were in membership. It does not include the days pupils were absent when they withdrew from school early.

2. Several pupils were in two or more of my classes. Some classes indicate better attendance for these pupils than others. The reason for this is that some pupils came to school late (tardy) and did not bother to come to the morning class or they would go home at lunch and fail to return.

Results of the Study:

Reading Class - Group I

Pupil's Name	Days Belonging	Days Absent	Days Present	Percent Days Pres.
Roy Guajardo	27	3	24	89%
David Hicks	63	15	48	76%
Juan Hernandez	74	1	74	99%
Jose Monroe	65	2	63	97%
Benny Santana	74	15	59	80%
Billie Jean Davis	65	19	46	71%
Totals	368	55	313	85%

Reading Class - Group II

Pupil's Name	Days Belonging	Days Absent	Days Present	Percent Days Pres.
Richard Campbell	74	3	71	96%
Felix Conde	74	9	65	88%
David Lail	65	11	54	83%
Lupe Belmerz	33	5	28	85%
Janie Vega	64	15	49	77%
Gail Ham	74	23	51	68%
Totals	384	66	318	83%

Results continued:

Writing Class

Pupil's Name	Days Belonging	Days Absent	Days Present	Percent Days Pres.
Roy Guajardo	27	2	25	93%
David Hicks	63	15	48	76%
Totals	90	17	73	81%

Special Class on Multiplication Tables

Veronica Rodriquez	21	1	20	95%
Doloris Galligers	21	0	21	100%
Wesley Roberts	21	3	18	86%
Erma Anzualda	21	1	20	95%
Pedro Delgado	21	0	21	100%
Totals	105	5	100	95%

Arithmetic Class - Number I

Jimmy Gonzalez	74	19	55	74%
Richard Campbell	74	3	71	96%
Benny Santana	74	14	60	81%
Lupe Belmerz	33	5	28	85%
Manual Loya	65	14	51	78%
Felix Conde	74	9	65	88%
David Lail	65	8	57	88%
Josephine Sanchez	65	15	50	77%
Totals	524	87	437	83%

Arithmetic Class - Number II

Arlene Smith	65	24	41	63%
Janie Vega	64	14	50	78%
Mary Jean Agnew	74	13	61	82%
Elva Martinez	74	1	73	99%
Gail Ham	74	21	53	72%
Erlinda Carrena	72	2	70	97%
Rosaira Rodiquez	50	5	45	90%
Janet Strickland	65	4	61	94%
Totals	538	84	454	84%

Results continued:

Arithmetic Class Number III

Pupil's Name	Days Belonging	Days Absent	Days Present	Percent Days Pres.
Karen Slone	74	6	68	92%
Julie Mancha	37	14	23	62%
Roy Guajardo	27	3	24	90%
David Hicks	63	6	57	90%
Billie Jean Davis	65	15	50	78%
Jose Monroe	65	1	64	98%
Totals	331	45	286	86%
Grand Totals for all classes	2340	359	1981	85%

Conclusions:

1. In general the migrant children are absent almost one day out of the school week.

2. Further research is needed to determine the cause of the absences. This was not included in this study, but through interview many of the absences were due to the following:

   a. One child went to Texas with family for a two weeks visit.
   b. Two of the girls were out several days because of cuts on feet. They were too ill to be in school, but were reported for playing vigorously in the living area.
   c. One child was absent for a number of days on two occasions because of pediculosis.
   d. Some were absent to work. This, the children hated to admit, but other children would report it.
   e. Some were absent because of truancy.
   f. Some absences due to going to court for traffic violations.
   g. Some were absent to babysit for parents.

3. In general, children attending regularly made the most academic progress. The habitual absentees required much additional individual attention and it seemed about time they would catch up with the class, there would be another siege of absences.

4. Many of the children stopped school before the closing date. Some moved, but others remained in the area.

5. Absentees among students were inconsistent. Many students attended school regularly. Others were absent too frequently.

6. In general, this study reveals the attendance percentage wise better than I had expected.

Recommendations:

As a teacher for a brief time in the migrant program, I realize much has been done in the area of pupil attendance. Mrs. Feathers has done a marvelous job in this school and I truly commend her highly. It is my recommendation that continued interest and progress be made in this direction to see that the youngsters are in school. Additional research should be made to determine causes. Health and nutritional reasons could be causes especially since the absences were so numerous for some children. If so, measures should be taken to correct this. It is of vital concern for those interested in migrant education for the children to be in school each day. Many of the absences were certainly legitimate, but others were just excuses. Every effort should be made to correct this. Students remaining in the area should be required to stay in school through the last day.

Wayne B. Roberts

Migrant Teacher

Minority Group Meeting
Migrant Education Project

Place . . . . . Immokalee Elementary School
Date . . . . . June 23,1966

Attendance . . . . . Mr. William Newsome, Principal
Mrs. Pearl Porter, Teacher
Miss Paula Odum, Teacher
Five Spanish speaking fathers
Thirteen Spanish speaking mothers

The purpose of this meeting was to ask the parents of the migrant and the seasonal worker children: "How can the school best help your child?"

They felt that overall their children were treated as all other children were.

They asked that they be called "Spanish speaking" and not Mexican. They wanted the school to know that there is the traditional Spanish-Mexican culture, and the other which is the English-Spanish-American Culture.

They were most concerned about things that every parent is concerned about, namely:

a. Safety of their children.	They recommended that speed zones be marked. They mentioned Pinecrest school especially needing this. They thought that traffic lights should be installed at the "laundromat corner (State Road #29 at 8th Street.) They wanted the Eden Park Bus to go to the end of the street so that their children could remain in their homes, rather than walking to meet the bus, resulting in about 200 children waiting in all kinds of weather, and becoming involved in fights.
b. School Attendance.	They felt that more information should be given out concerning the importance of keeping children in school.
c. School Dress.	Spanish parents need to know that cleanliness is the keynote and not style for school clothes.
d. Financial Distress.	Information should be given out that there is help for the family that cannot buy school lunches, or materials.

e. Social Customs	They want their children to be taught table manners. They want emphasis to be placed on various social experiences, such as how to introduce parents to teachers, etc.

The question was then asked how can this school help you, the parent?

They were most concerned about things that affect their every day life, namely:

a. Conversational English.	They wanted to speak English because they could then talk to people and especially they could talk to the crew leader."We want it for business."
b. Home making.	The mothers wanted help in home making, home nursing, cooking, better buying methods.
c. Social customs.	They wanted to know how to eat the refreshments served at the PTA meetings. They had feared to come to the school because of this insecurity.
d. Education.	They want to learn to read and to write English. Some hoped to complete a high school education.
e. Automobile Care.	The men would like to have instructions in the care and repair of trucks.
f. Farming.	They would like to have some instruction in farming methods. Rather vague in this, but seemingly there is a feeling of insecurity concerning mechanization.
g. Class Schedules.	Classes should not meet before 8 P.M. since parents have to get home from the fields, which is about dark or 6 o'clock.
h. Health Facilities.	It is difficult for the migrant parent to get his child to the clinic since the clinic is open only during working hours. Perhaps a night schedule could be worked out.

It was explained to them that a minimum of 15 persons was required in order to schedule an adult education class. These people felt confident that they could get the required number for many of these requested classes.